

**Department of Veterans Affairs, Employee Education System**  
and  
**The National Center for Post-Traumatic Stress Disorder (NC-PTSD)**  
Present

## **PTSD 202: Skills Training in Affective and Interpersonal Regulation (STAIR)**

*14.EL.MA.MH.PTSD202STAIR.A*

**Program Start:** October 15, 2013 **Program End:** September 30, 2015

### **Place**

Your computer workstation.

TMS deep link:

[https://www.tms.va.gov/learning/user/deeplink\\_redirect.jsp?linkId=ITEM\\_DETAILS&componentID=19290&componentTypeID=VA&revisionDate=1381403220000](https://www.tms.va.gov/learning/user/deeplink_redirect.jsp?linkId=ITEM_DETAILS&componentID=19290&componentTypeID=VA&revisionDate=1381403220000)

Those with TMS accounts will need to log in to their account and then will be directed to the course content links.

### **Purpose Statement**

This web based course is part of a PTSD education series to increase provider knowledge related to the treatment techniques for Post-Traumatic Stress Disorder (PTSD). PTSD is one of the major disorders seen in Veterans; however, there is a disparity in respect to awareness of effective evidence-based treatments among mental health providers. This course provides mental health providers with training in STAIR, a treatment that has been shown to be successful in reducing PTSD symptoms as well as improving emotion regulation and interpersonal problems. STAIR is an evidence-based cognitive-behavioral therapy for individuals suffering from PTSD and complex forms of PTSD related to chronic interpersonal violence that emphasizes treatment goals and interventions to match identified needs related to improving day-to-day functioning while focusing on individual responsiveness and engagement throughout the treatment.

### **Target Audience**

The target audience includes mental health providers, psychiatrists, psychologists, social workers, nurses, and others treating trauma patients with PTSD or complex forms of PTSD who have experienced a wide range of exposures to violence such as; sexual assault, physical assault, childhood sexual, physical abuse/maltreatment, or terrorism

### **Outcome/Objectives**

At the conclusion of this educational program, learners will be able to:

1. describe the STAIR Treatment process;
2. discuss emotions, emotion regulation and trauma impact in relation to STAIRS treatment;
3. summarize methods to develop emotion regulation skills;
4. explain distress tolerance;
5. define interpersonal schemas and relationship patterns;

To learn more about EES and its programs, products and services, visit [vawww.ees.lrn.va.gov](http://vawww.ees.lrn.va.gov) (VA Intranet) or call the EES Customer Service Center at 1-877-EES-1331 or [EESCSC@va.gov](mailto:EESCSC@va.gov)

6. discuss the application of alternative adaptive schemas;
7. describe the effects of abuse and assault of experience of agency and assertiveness; and
8. summarize interpersonal expectations and actions within a social context.

**Registration / Participation in the Activity Procedure**

1. Length of course: 5.0 hours
2. Review EES Program Brochure
3. Attend and participate in 100% of program activity
4. Complete Post Test Exam at a minimum passing score of 80%
5. Complete Program Evaluation
6. Print Certificate of Completion

**To access your Accredited certificate in TMS, please follow the steps below:**

1. From the Home screen in TMS, click on “Completed Work.”
2. Hover the mouse over the title of the program, and click “View Details” in the popup window that appears.
3. In the Completed Work Details screen, you should see a section named “Accreditation Details”
4. Click the “Print Accredited Certificate” button next to your requested Accreditation.
5. Your Accredited certificate should appear on the screen for you to save or print

**Accreditation/Approval**

The accreditation organizations for this course are listed below.

***Accreditation Council for Continuing Medical Education (ACCME)***

The VA Employee Education System is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

***American Psychological Association (APA)***

The VA Employee Education System (EES) is approved by the American Psychological Association to sponsor continuing education for psychologists. The Employee Education System maintains responsibility for this program and its content.

***American Nurses Credentialing Center (ANCC)***

VA Employee Education System is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

***National Board for Certified Counselors (NBCC)***

The VA Employee Education System is an NBCC-Approved Continuing Education Provider (ACEP™) Provider #5927 and may offer NBCC-approved clock hours for events that meet NBCC requirements. The ACEP solely is responsible for all aspects of the program to offer continuing education accreditation for National Certified and Licensed Counselors. We adhere to NBCC Continuing Education Guidelines. This program is approved for 5.0 clock hours.

## Continuing Education Credit

### ***Accreditation Council for Continuing Medical Education (ACCME)***

The VA Employee Education System designates this enduring material for a maximum of 5.0 *AMA PRA Category 1 Credit(s)*™. Physicians should claim only credit commensurate with the extent of their participation in the activity.

This course provides *Category 1 AMA Physicians Recognition Award*™ CME credit (ACCME) for physicians. **ACCME – NP (or ACCME-Non-Physician)** may be used to provide attendees other than MDs, DOs a certificate that documents their attendance, and indicates that the accredited provider offered *Category 1 AMA Physicians Recognition Award*™ CME credit for the course or activity. ACCME – Non-Physician refers to nurses, physician assistants, and healthcare professionals other than physicians.

### ***American Psychological Association (APA)***

As an organization approved by the American Psychological Association, the VA Employee Education System is sponsoring this activity for 5.0 hours of continuing education credit. The Employee Education System maintains responsibility for this program and its content.

### ***American Nurses Credentialing Center (ANCC)***

VA Employee Education System designates this educational activity for 5.0 contact hours in continuing nursing education.

### ***Association of Social Work Boards (ASWB)***

VA Employee Education System, Provider Number 1040, is approved as a provider for continuing education by the Association of Social Work Boards, 400 South Ridge Parkway, Suite B, Culpeper, VA 22701. <http://www.aswb.org> ASWB Approval Period: 4/7/13 - 4/7/16. Social workers should contact their regulatory board to determine course approval.

Social workers will receive 5.0 continuing education clock hours in participating in this course.

### ***The California Board of Behavioral Sciences (CA BBS)***

The VA Employee Education System (Provider #PCE3204) asserts that this educational activity meets the qualifications for 5.0 hours of continuing education credit for Marriage and Family Therapist MFTs and / or for LCSWs as required by the California Board of Behavioral Sciences.

## Statement of Participation

A certificate of completion will be awarded to participants and accreditation records will be on file at the Employee Education System. In order to receive a certificate of completion from EES, you must register in the TMS, attend 100% of the program and complete the evaluation as directed in SEES, and then: go into your Completed Work, hover over the title, and choose View Details to print your accredited certificate. For ACPE accreditation, participants must provide their Birthdates (month and date) and their NABP e-Profile ID numbers in their Personal Profiles in TMS.

## Report of Training

It is the program participant's responsibility to ensure that this training is documented in the appropriate location according to his/her locally prescribed process.

## Program Schedule

Minutes	Content
5	<a href="#">Course Orientation:</a> <i>Course logistics and navigation</i>
10	<a href="#">STAIR Overview:</a> <i>An introduction, purpose and foundation for STAIR treatment</i>
40	<a href="#">Session 1 – Introducing the Client to Treatment</a> <ul style="list-style-type: none"> <li>- <i>The relevance, process, and application of psychoeducation to conduct the first session of the STAIR Treatment (application and relevance of psychoeducation on symptom clusters of PTSD)</i></li> </ul>
40	<a href="#">Session 2 – Emotional Awareness</a> <i>Educating Veteran clients about:</i> <ul style="list-style-type: none"> <li>- <i>Emotions, emotion regulation, and the impact of trauma on emotion regulation.</i></li> <li>- <i>Why feelings are important, the influence of trauma history on feelings, how to use a feelings wheel to help label feelings.</i></li> <li>- <i>How to use a self-monitoring form to identify the relationships between thoughts, feelings, and behavior.</i></li> </ul>
40	<a href="#">Session 3 – Emotion Regulation</a> <i>Helping Veteran clients to:</i> <ul style="list-style-type: none"> <li>- <i>Recognize that all of their behaviors are efforts to cope with their feelings and environment.</i></li> <li>- <i>Evaluate current coping strategies, their efficacy, and alternative strategies.</i></li> <li>- <i>Learning physiological, cognitive, and behavioral channels of mood regulation</i></li> </ul>

Minutes	Content
40	<p><a href="#">Session 4 – Emotionally Engaged Living</a></p> <p><i>Teaching Veteran clients that rather than being victims of their distress, they can choose to tolerate it in order to reach their own personal goals by building upon the skills learned from the previous session to help the client cope with distress they deem worth tolerating, and the importance of positive feelings as part of building a meaningful, enjoyable life.</i></p>
40	<p><a href="#">Session 5 – Understanding Relationship Patterns</a></p> <p><i>Helping Veteran clients understand how trauma-based negative expectations and beliefs about self, others, and relationships can negatively influence their current interactions with others by providing education about interpersonal schemas in ways that are understandable and relevant and help to understand how their interpersonal schemas are influencing everyday interactions with others.</i></p>
40	<p><a href="#">Session 6 – Changing Relationship Patterns</a></p> <p><i>Assisting Veteran clients to:</i></p> <ul style="list-style-type: none"> <li>- <i>Generate alternative and more flexible interpersonal schemas using role-playing, covert modeling, and the Interpersonal Schemas Worksheets in order to learn alternative interpersonal schemas in the safety of the therapy session</i></li> <li>- <i>Reconsider their beliefs about themselves and others in the context of real-life problematic interpersonal interactions.</i></li> </ul>
40	<p><a href="#">Session 7 – Agency in Relationships</a></p> <p><i>Helping Veteran clients to identify current difficulties in appropriate assertiveness and to practice alternative more adaptive behaviors by practicing basic assertiveness techniques, role plays of interpersonal situations involving power and control and reviewing schemas about assertiveness.</i></p>
40	<p><a href="#">Session 8 – Flexibility in Relationships</a></p> <p><i>Conveying the concept to Veteran clients:</i></p> <ul style="list-style-type: none"> <li>- <i>Different types of interpersonal situations require different types of communication. And also that expectations and behaviors in interpersonal situations</i></li> <li>- <i>Recognizing that it is necessary to act and react differently in different social situations depending on the power balance, power dynamics and goals of the specific interaction.</i></li> </ul>
10	<p><a href="#">Course Summary/Conclusion</a></p> <p><i>Review of key points and takeaways</i></p>

## Faculty and Planning Committee Listing

\* Denote planning committee

+ Denotes author

<p>*Nancy Bernardy, PhD Program Director, VHA PTS Mentoring Program National Center for PTSD White River Junction, VT</p>	<p>*Sara Landes, PhD Health Science Specialist National Center for PTSD Menlo Park, CA</p>
<p>*+Joan Cook, PhD Psychiatry Yale School of Medicine New Haven, CT</p>	<p>*James Leathem, MSW, LCSW-R Social Work Section Chief – Mental Health Northport VA Medical Center Northport, NY Planning Member for ASWB Planning Member for CABBS Planning Member for NBCC</p>
<p>*Deborah Grizzard, RN Chief Nurse, Mental Health Palo Alto VA Health Care System Palo Alto, CA Planning Member for ANCC</p>	<p>*Martin Oexner, MA/ISSc Project Manager St. Louis Employee Education Resource Center St. Louis, MO</p>
<p>*Jessica Hamblen, PhD Deputy for Education, NCPTSD VA Central Office White River Junction, VT Planning Committee Member for APA</p>	<p>*Matt Jeffreys, MD PTSD Care Teams (PCT) Medical Director VISN 17 PTSD Mentor South Texas Veterans Health Care System San Antonio, TX Planning Committee Member for ACCME</p>
<p>*Patricia Watson, RN Nursing Administrator Coordinator Bedford VA Medical Center Bedford, MA</p>	



**EES Program Staff for Trace Code: 14.EL.MA.MH.PTSD202STAIR.A**

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**Deadline Date**

This program will no longer be authorized for continuing education credit after: **9/30/2015**.

Information on participation may be obtained from Martin Oexner, Project Manager, Employee Education Resource Center, 1 Jefferson Barracks Drive, Building 2 (14B-JB), Saint Louis, MO 63125, phone: (314) 894-6452, or e-mail: [Martin.Oexner@va.gov](mailto:Martin.Oexner@va.gov).

**Accessibility Statement: (Reasonable Accommodation)**

The U.S. Department of Veterans Affairs (Employee Education System) is committed to providing equal access to this meeting (or event) for all participants. If you need alternative formats or services because of a disability, please contact Martin Oexner, Project Manager, Employee Education Resource Center, 1 Jefferson Barracks Drive, Saint Louis, MO 63125, phone: 314-894-6452, or e-mail: [martin.oexner@va.gov](mailto:martin.oexner@va.gov) with your request

## Disclosure Statement

The VA Employee Education System (EES) must ensure balance, independence, objectivity, and scientific rigor in all of its individually sponsored or jointly EES sponsored educational activities. All prospective faculty and planning committee members participating in an EES activity must disclose any relevant financial interest or other relationship with: (a) the manufacturer(s) of any commercial product(s) and / or provider(s) of commercial services discussed in an educational presentation, and (b) any commercial supporters of the activity. Relevant financial interest or other relationship includes, but is not limited to, such things as personal receipt of grants or research support, employee or consultant status, stockholder, member of speakers' bureau, within the prior 12 months. EES is responsible for collecting such information from prospective planners and faculty, evaluating the disclosed information to determine if a conflict of interest is present and, if a conflict of interest is present, to resolve such conflict. Information regarding such disclosures and the resolution of the conflicts for planners and faculty shall be provided to activity participants. When an unlabeled use of a commercial product or an investigational use not yet approved by the FDA for any purpose is discussed during an educational activity, EES shall require the speaker to disclose that the product is not labeled for the use under discussion or that the product is still investigational.

The faculty and planning committee members reported that they had no relevant financial relationships with commercial entities in any amount that occurred within the past 12 months that create a conflict of interest.

This activity includes no discussion of uses of FDA regulated drugs or medical devices which are experimental or off-label.

\* The ACCME defines "relevant financial relationships" as financial relationships in any amount occurring within the past 12 months that creates a conflict of interest.